

**SCALE Integrated Aquaculture Project
Community Fisheries Development Office (CFDO)**

**Department of Fisheries (DOF)
Ministry of Agriculture, Forestry and Fisheries (MAFF)
STREAM initiative**

**Proceedings of the
*Workshop On Conclusions And Lessons Learnt From The
Livelihood Study***

**26th-27th September 2002
Phnom Penh, Cambodia**

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Acronyms

CFDO	Community Fisheries Development Office
DOF	Department of Fisheries
DOWA	Department of Women's Affairs
INGO	International non-governmental organisation
IO	International organisation
LHA	Livelihoods analysis
MAFF	Ministry of Agriculture, Forestry and Fisheries
NGO	Non-governmental organisation
PRA	Participatory Rural Appraisal
SAO	Southeast Asia Outreach.
SCALE	SAO Cambodia Aquaculture Low Expenditure
STREAM	Support to Regional Aquatic Resources Management

Background

This *Workshop on conclusions and lessons learnt from the livelihood study* was held in Phnom Penh from 26th-27th December 2002. This workshop is to follow-up the study on livelihoods of farmers and fishers in Kandal, Kampong Chhnang and Kratie provinces in Cambodia. It was the fourth workshop, part of an ongoing series of activities that will inform the Community Fisheries Development (CFD) Office of the Department of Fisheries (DOF), of the development of and changes in the fisheries law as it affects poor users of aquatic resources.

The participants ([Appendix 1](#)) in the workshops are the provincial livelihood teams who have been involved in study in each village, and staff from the Community Fisheries Development Office (CFDO) Phnom Penh and staff of the NGO SCALE. The provincial teams are drawn from the provincial Departments of Fisheries (DOF) and Department Of Women's Affairs (DOWA). Some staff from the Community Fishery Development Office are involved in the study. Most of the provincial livelihood team members have attended all the workshops that started in January 2000. This workshop is a follow-up of the previous workshops to share the experience and outcomes of the study and to plan the next step of assistance.

Pre-workshop Planning

The CFDO team made up of Mr. Thai Somony, Mr. Sim Viryak, Mr. Pich Bunna, Miss Louise Mackeson-S. (VSO), and the SCALE team made of Mr. Heng Da and Mrs. Yi Chan Theary met to discuss the objectives, draw up the schedule, determine the participants and find the location. The CFDO had requested more participants from the CFDO other than the team because they think their staff could learn from the experience and understand the livelihoods of farmers and fishers through this workshop.

When the organising team agreed on the objectives and schedule SCALE went round with the provincial teams to explain the objectives of the workshop and facilitate the teams to prepare documents for their presentation.

Day One

Opening Remarks

Mr. Pich Bunna, the CFDO office vice chief, welcomed the participants. He extended his warm welcome to Mr. Nao Thouk the Director of Department of Fisheries, Mr. Graham Haylor, STREAM regional director, Mr. Bill Savage, STREAM consultant and all the participants from the provincial DOF, DOWA, the CFD Office and the NGO SCALE. He said that this was the fourth workshop in the series of workshops aimed at strengthening capacity to understand the livelihoods of fishers and farmers. This workshop would specifically contribute the experience that the team gained during the study, the result of the study and find the appropriate strategy plan for the next step. He thanked Mr. Nao Thouk the Director of DOF for having spared time to come and officially open the workshop. The Director of DOF, Mr. Nao Thouk, gave a speech (see box in the next page).

SPEECH OF Mr. NAO THOUK, DIRECTOR OF DOF

Mr. Graham Haylor STREAM director

Mr. Bill Savage STREAM consultant

Chief and vice-chiefs CFDO

Participants, ladies and gentlemen, good morning!

On behalf of the Department of Fisheries and on myself, I would like to warmly welcome all of you ladies and gentlemen to this workshop.

Today we are very proud that the Department of Fishery CFDO cooperating with STREAM initiative and SCALE have organized the workshop on Conclusions and lessons learnt from the livelihood study. The workshop takes 2 days that start from 26th –27th September 2002.

This workshop is an opportunity for the teams to share the experience from fieldwork as well as the analysis of the farmers and fishers livelihood. The results of the study will be presented to cross check and feedback from the teams and then the team can work together to develop an appropriate plan for the next step after this study.

Now we all know that PRA is the most important approach to learn from the villagers and understand the problems related to the livelihood of villagers. This approach enables the local people and outsiders to work together to analyse the problem and find appropriate solutions to develop the livelihood of villagers. So the training provide by SCALE and the support from STREAM initiative is very crucial for CFDO and the provincial teams for coordinating the community fishery in each province.

I appreciate that through the 3 months of training and conducting the livelihood study in the villages, the capacity to the teams are significantly changed such as: -

- The teams are knowledgeable on using PRA tools to collect and analyse data, and they are able to facilitate the villagers to develop plans to solve problems in the village.
- They able to work in groups that have different backgrounds and can arrange to conduct the study by themselves.
- The attitudes of teams have been changed; they are able to learn from and listen to the villagers and work close to the villagers. Before they used to go to the village and tell the village to follow their plan or their ideas.

These achievements were the result of huge effort from the teams and the contribution of SCALE who have experience in livelihood study, the VSO who provide the expert to help the team and especially STREAM initiative that provides financial support for the study.

Ladies and Gentlemen

I strongly expected that this workshop would help CFDO, SCALE and STREAM to achieve good results and the result of the workshop would help to build on the next plan to carry on the work. I would like to take this opportunity to thank the VSO and SCALE for their help in training and making this work happen successfully and the STREAM initiative that provided financial support to conduct this study and the teams that worked hard to complete this study.

I hereby declare this workshop on Conclusions and lessons learnt from the livelihood study officially open.

Thank you.

Objectives and constraints

Mr. Pich Bunna the vice chief of CFDO, the facilitator of the workshop, presented the objective and schedule of the workshop ([Appendix 2](#)). He said that this workshop was the opportunity for the three provincial teams to meet in person to present their findings in the process of livelihood study. As mentioned there were three objectives set for this workshop to achieve, first is to share experiences and lesson learnt gained during the study period, second is to present the findings on the livelihood of farmers and fishers as compiled in the village report and the third objective is to think what we are going to do as the next step.

In addition he raised some issues related to the operation to the study. There were two main constraints in this study, staff and study area.

- Staff: as we know the teams were formed following the first workshop. Before conducting this study CFDO, STREAM and SCALE had organized three workshops. These workshops were partly to build the capacity of the teams but there were some changes when the study started. Some staff who had participated in the three workshops were not involved in this study but were replaced by new staff who had not attended the workshops and knew very little about the objectives and plans of the livelihood study. Actually the team member in each province changed as below: -
 - o Kandal team changed one staff from fishery office
 - o Kampong Chhnang changed one staff from fishery office and one staff from DOWA.
 - o Kratie changed one staff from fishery office and two staff from DOWA.
- Study area: most of the fishing lots are located in lowland areas far from the town. These areas usually get flooded in monsoon season, which was when the study commenced, so it was difficult to travel to the villages. Alternatively most of the villagers would have been busy harvesting their crop before the floods come.

The teams were slow in writing reports, each team had only one computer and just one or two members in each team were knowledgeable in using computers.

Presentation and discussion

1. Experiences and lesson learnt

Each team had appointed their members to present one element of the seminar. The presentation began with the experiences of conducting the livelihood study, then the result of the study and then the next step advice for each province.

1.1 Kandal team

Miss Bun Puthy a member of Kandal team, from the DOWA of Kandal province volunteered to be the first presenter.

Miss Bun Puthy made a good presentation ([Appendix3](#)), explaining in detail the experiences and lessons learnt during the study. A few points were very important for the other teams to learn from this team. She mentioned that: -

- It was good for the team to write the report when they were in the village to avoid missing data and then it is easy to write the final report at the office. In the first village the team had not written the report in the village as they spent all their time consulting with villagers and collecting data so when they come back to write the report it was slow and some data was missing. It was recommended to spend more time in the village allowing the team to compile reports and verifying the data with villagers.
- The time allocated for fieldwork should be 6 days for data collection and 3 days for presenting the results to villagers.

- Real data would come when villagers trust the team and have a good relationship with each other.
- Daily evaluation was very useful for the team to improve their capacities and adjust the plan in order to achieve the objective of the study.
- The team feels it was difficult to facilitate villagers to do action plans. It was new for villagers to think about each step of an action plan as normally they work without one.

After the presentation the facilitator, Mr. Pich Bunna gave the time for participants to ask question and feedback to the presentation. There were two questions and comments from the Mr. Bill Savage, as shown below:

Questions:

- 1- What experiences were gained after completing the study in the first village?
- 2- Why did the villagers not understand about action plans?

Answers:

- 1- After completing the study in the first village our capacity had increased; in particular the team managed to develop work plans, change schedules and were more familiar to PRA tools.
- 2- Villagers were not aware of how to do action plans as they were used to working without making a plan. Usually the team managed to do an action plan on the last day.

Mr. Bill Savage comments:

The real issues in the livelihood of villagers would come up when the study teams and the villagers trusted each other. To build trust amongst each other, the teams as well as villagers need to spend an appropriate time together. This trust would be built through the period of time that the team stays in the village, listening to the issues of villagers carefully and building relationships with villagers.

We remembered that in the second workshop held in Kampong Chhnang province, the team went to one village to conduct PRA exercises. While the team facilitated villagers to do the exercises, some villagers sat close to the facilitator, some far away, especially village leaders. At the beginning they did not pay attention, listen or share ideas in the exercises but later on they came close to the facilitators and started talking, so they needed time to build a relationship and trust. In the same way as the team conducts daily evaluations, they needed to trust each other and have good relationships with each other.

1.2 Kampong Chhnang team

Mrs. Chhum Chansok representative of Kampong Chhnang team, from the Department Of Women's Affairs, Kampong Chhnang province made presentation on experiences and lesson learnt from the livelihood study ([Appendix 4](#)).

Through her presentation there were a few point to note:

- Women are more active than men in terms of sharing ideas and coming to the meeting.
- The team learnt that to encourage women to participate in PRA exercises the team needs to allocate the time that women are free from cooking. The cooking time varies depending on season and area.

Workshop on Conclusions and lessons learnt from the livelihood study.

- Teams find it difficult to facilitate villagers to do Venn diagrams.
- It was difficult for the team in Kampong Chhnang to conduct the study in monsoon season because almost all the villages in this province are flooded in monsoon season.

Questions:

- 1- How did the Kampong Chhnang team do the transect walk exercise when the whole village was flooded?
- 2- How the team manage to collect data from villagers and write the final report?
- 3- Does the 12 days work to complete the study in one village include report writing?
- 4- What are the indicators to show that villagers have good relationships and trust the team?

Answers:

- 1- As the whole village was flooded the team did the transect walk by boat. Guided by villagers, while on the boat, the team ask villagers about the crop, soil type, problem etc.
- 2- Each member of the team was responsible to facilitate specific PRA tools and write a report using tools then the team worked together to compile the final report.
- 3- 12 days were allocated for data collection and writing reports; it does not include the time to write the final report.

1.3 Kratie team

Mr. Ven Bunna representative of Kratie team, of fishery office, Kratie province presented the experiences and lesson learnt from their livelihood study ([Appendix 5](#)).

There were no questions and comments for this presentation because they had a lot of comments and questions for the first and second presentations.

At the end of the presentations the facilitator Mr. Pich Bunna invited staff from CFDO who were involved in the studies to report on what they have been learning from the study. They said that through training and practice in the village, their knowledge on using PRA increased, they know how to learn from the villagers and the real livelihood of villagers. However they need more training and field works to strengthen their capacities.

2. Report finding and common theme problems

2.1 Kendal team:

Mr. Dul Sam Ang, representative of Kandal team, is from the fishery office, Kandal province. The Kandal team has conducted the livelihood study in two villages, the first in Dang Kom village, Kampong Os commune, Phonhea Leu district; the second is Kampong Trabek village, Kampong Kong commune, Koah Thom district. The results were constructed in the frame livelihood framework ([Appendix 6](#))

Mr. Dul Sam Ang apologised that the team had no map to show the whereabouts of the village; he said it was important to show the location of the village before the results of the study.

In this presentation Mr. Bill Savage was interested to raise some questions:

Question:

- 1- Have you had seen this framework? Mr. Bill added that he used to see this framework in the document, where it was complicated, but now it is simple to understand. Does the framework make it easier to use to present to villagers? Which team used this framework to present to villagers?
- 2- What is the meaning of the grey line on the pentagon?

Workshop on Conclusions and lessons learnt from the livelihood study.

- 3- Why is there no arrow to show increase or decrease in the social asset?
- 4- Why is the financial asset high?
- 5- How important is fishing for the poor villagers?
- 6- Who does the action plan?
- 7- Which strategies stop people clearing inundated forest?

Answers:

- 1- The team never took the whole framework to present to villagers but they presented each part of the framework one by one.
- 2- The pentagon is the standard of the five assets in village; the grey line on the pentagon represents the current assets in village.
- 3- There is no arrow on the other three assets because there were no sign of change in these assets.
- 4- At the moment the rich men in the village make a lot of money through selling rice.
- 5- Fishing is very important for the poor and very poor households in the village. They have small rice paddies unlike the rich who have large areas of rice, so they catch fish only when free from farming.
- 6- Villagers share ideas in developing an action plan through facilitation from the team.
- 7- Strengthening the capacity of community fishery and forestry.

2.2 Kratie team:

Mr. Tan Someth Bun Wat, representative from Kratie team, is from the fishery office in Kratie province. He presented the results of a livelihood study from two villages, firstly Soab Leu in Soab Commune and Kratie district; secondly Kaoh Chbar, in Kaoh Khgne commune and Sambo district. The results were constructed in the livelihood framework ([Appendix 7](#)).

The participants have plenary discussions on the meaning of arrows shown in the framework. They thought the arrows were important to interpret the impact of each element in the framework. Through the discussion participants agree that each team will work to change the arrows in the final report.

There were a few questions raised from the participants

Questions:

- 1- Why had the line to represent the human asset in the first village nearly reached to the standard?
- 2- How did the team manage to do wealth-ranking exercise?

Answers:

- 1- The conclusions on human assets in the first village is based on the village having up to secondary school education, so the team assumed that at least the children are literate. This figure cannot compare to other provinces especially Kandal province.
- 2- Villagers decided on how many group should be classified and the criteria for classification, the team just verified the results based on other information collected during the study.

Conclusion of day one.

Day two

The workshop continues with the presentation of results of the study in Kampong Chhnang province.

2.3 Kampong Chhnang team:

Mr. Hour Bona, representative from Kampong Chhnang team, fishery office, Kampong Chhnang province presented the results of the livelihood study from two villages. First village is Kaoh Russie in Pra Lay Meas Commune, Kampong Leang district; second village is Dang Tong, in Kaoh Thcov commune, Chol Kiri district. The results were constructed in the livelihood framework (Appendix 8).

After the presentation, the participants raised a few questions.

Question:

- 1- How to identify the poor household in the village?
- 2- How the study can help the farmers and fishers?
- 3- How the villagers know that the natural fish stock has decreased?
- 4- Who is responsible for stopping illegal fishing?
- 5- Why the need to provide chemical fertilizer when villagers recognized that it harms the soil quality?

Answers:

- 1- Villagers decided on a number of wealth ranking groups, they then selected the households to put in each group. The team then started to ask about the materials, livestock, occupation, land ownership and others resources available of each group. This information helps villagers and the team rearrange the households in the wealth ranking groups.
- 2- The study could help the villagers through the contribution of information to government and organisations in order to help villagers solving the problems.
- 3- Villagers know the natural fish stock decreased through their assumption of the amount of fish caught. They said that before they could catch up to 10 kg/ fish /day but now only about 2.5kg/day.
- 4- The community fishery cooperating with villagers and authority could stop the illegal fishing.
- 5- Villagers cannot make natural fertilizer as the number of livestock decreased, village floods meaning there is no place to stock organic materials, and villagers cannot transport large amounts of organic fertilizer to their paddy fields.

3. Conclusion and recommendation from the teams

3.1 Kandal team

Mr. Seng Sun Hour representative of Kandal team, of fishery office, Kandal province made a short presentation on the conclusions and recommendations of the study (Appendix 9). Throughout the presentation there were a few questions and comments from the participants.

Questions:

- 1- Why does the team need a generator while working in the field when transportation on the road is difficult?
- 2- Why does the team develop an action plan to provide credit on chemical fertilizer?
- 3- Do you have any ideas to reduce of chemical fertilizer?

Answers:

- 1- Team needs to work in the village at night time especially to write reports. If we had a generator the work would be faster.

- 2- Villagers said the organic fertilizers in the villages are not enough for them to use in the rice paddy. They feel it is difficult to transport large amount of organic fertilizer to the rice paddy.
- 3- Villagers think that if there were no chemical fertilizers, their rice production would decrease drastically. In addition Mr. Bun Hey Chheng SCALE hatchery manager said that we should explain villagers about the crop rotation to improve soil quality instead of using lot of chemical fertilizer or the other way is take this issue to consult with the agronomy office to find better solution.

After the plenary discussion Dr. Graham Haylor STREAM director make a short conclusion on this presentation:

This workshop is partly for building the capacity of the teams to analyse the livelihood of farmers and fishers, through the results of studies which were presented by each group showing that the livelihoods of the farmers and fishers not only focuses on fish, they rely on wide range of livelihood strategies especially rice. So in the future we have to think of two ways of involvement to help them. One is to find a way to share the results of these studies with other institutions related to the livelihoods of villagers like the Department Of Agronomy or Department Of Public Work etc. The alternative is to find a way to identify the livelihood strategies of the poor and very poor who rely mainly on the aquatic resources.

3.2 Kratie team

Mr. Sien Kin representative of Kratie team, of fishery office, Kratie province presented the conclusions and recommendations of the livelihood study ([Appendix 10](#)).

Questions:

- 1- The team raised the recommendation of the need to establish a community forestry committee. What is the relationship between the team and forestry office?
- 2- Why did the team say Bunla Yourn is a national issue?
- 3- Does the team have analysis of the problems of poor and very poor?

Answers:

- 1- The team have not contacted the fishery office yet but we are all ready to report to the forestry office and we will send the report to the forestry office later.
- 2- The team explained that the trees called Bunla Yourn can grow everywhere in the lowland area and it is not possible for people in one village to get rid of this tree because the seeds of these trees can be distributed by water currents and grow quickly.
- 3- In the report the team have no make analysis that focus specifically on the poor and very poor, it analyses all villagers. So, with reference to the recommendation of Dr. Graham Haylor, we should have another study that focuses on the livelihoods of the poor and very poor.

3.3 Kampong Chhnang team

Mrs. Chhum Chansok representative of Kampong Chhnang team, from the DOWA, Kampong Chhnang province presented the conclusions and recommendations of the livelihood study (Appendix 11). This is the last presentation from the study, so there were no questions and discussion.

4. Significant change

4.1 Meaning and process of significant change

One objective of the livelihood study is capacity building of the livelihood team to analyse the livelihood of poor farmers and fishers using the participatory approach. To measure and

to show that the capacity of the teams has been built, Mr. Bun Hay Chheng, SCALE hatchery manager has conducted an on-going monitoring and evaluation on the significant change of the livelihood teams.

Mr. Bun Hay Chheng made a presentation on the meaning and the process of significant change (Appendix 12).

4.2 The stories of significant change

Representatives from each team presented individual stories of significant change. The presentations started with Kratie, then Kampong Chhnang and finally Kandal.

Kratie:

Mr. Tan Someth Bun Wat of fishery office, Kratie province volunteers to present their story of significant change ([Appendix13](#)).

During the presentation Bill asked one question, "What do you think is the most important change through this work?"

The answers: Mr. Bun Wat said there were two things that he noted as the most important change through this work. One: he know how to listen and share ideas with villagers and two: he changed his attitude in that he used to go to fine villagers when they were at fault but now he comes to villagers to find out the reasons why they do something wrong and find solutions.

Kandal:

Miss. Bun Puthy from the Department Of Women's Affairs, Kandal province, volunteers to present the story of the significant change ([Appendix 14](#)). During her presentations she notes that the period of the 3 months of study make her understand very well the real livelihoods of the farmers. When she used to go to village with a group of government officers she had different information because villagers have not told the truth.

Kampong Chhnang:

Miss. Mey Chanthou from the Department Of Agriculture Forestry And Fisheries, Kampong Chhnang province volunteers to present the story of the significant change ([Appendix 15](#)). Mr. Pich Bunna asked one question: "Does your food change when you go to the village?" The answer is: "Yes, food also changes; this is the first time that I have been involved in the field work and the first time that I stay in the village having meal with villagers. The food is simple and delicious".

CFDO:

Mr. Nem Cano of CFDO was involved in the study as a trainee. He said that initially he had not known what PRA meant, but the training and field practice that he was involved in with one village with the Kandal team made him clear about PRA. He added that the PRA is the tool for learning and understanding the livelihood of villagers.

4.3 The result of monitoring on the significant change

Mr. Bun Hay Chheng presents the report of monitoring on the significant change ([Appendix16](#)).

5. Other

Referring to the comments of Dr. Graham that suggested to the teams to think about how to carry on the work and focus on the livelihood of the poor and very poor group, Mr. Pich

Workshop on Conclusions and lessons learnt from the livelihood study.

Bunna has organized a group discussion on this issue. He divided the participants into four groups, three provincial teams and CFDO. The issue to discuss is:

1. How to share the information issues found through this study to the other organization and institutions?
2. How to make plans for further study to understand the livelihoods of the poor and very poor groups?
3. What else should be done to continue this work?

The result of the discussion is in the (Appendix17)

6. Conclusion

Dr. Graham Haylor concluded the workshop and offered certificates to the participants. He said that the presentations and English translations of the reports are proof that the team has gained a lot of knowledge and experience. It now seems that the objectives of the capacity building has been achieved but not the other objective, which was to identify the aquatic resources users of the poor farmers and fishers.

He appreciated that the team had spend 3 months working hard to achieve the objective of this study, unfortunately the report was written in Khmer so he could not read it! It would be good if all the reports were translated into English so that he could read and understand.

This is not the beginning and not the end, the work is on-going. There are two issues to be considered in carrying on the work, capacity building of the community fisheries and carrying on the livelihood study in order to identify the livelihood of the poor aquatic resources users.

It was understood that the teams seemed to be aware of some organizations and institutions have not been cooperating with the community fisheries, so we have to find the way to bring them to work with the community. He would be interested to have more data focusing on the livelihood of the poor and very poor groups, as information in the wealth ranking mentioned that most of the poor and very poor groups relied on fishing. This information would be a useful contribution to influence sub-decree of fishery law in order to benefit the poor and very poor groups.

He thanked the team that spent a lot of time on and worked hard for this study.

Miss. Louise Mackeson-S. , from VSO added that this workshop was very important and took the opportunity to thank the teams who have worked hard on the study and Mr. Pich Bunna, SCALE for helping organize the workshop. She informed the group that she would be going back to England in November.

Dr. Graham gave certificates to the participants.

Appendix 1

List of participants of the workshop on Conclusions and lessons learnt from the livelihood study.

N°	Name of participants	Position	Organization
I. Livelihood Analysis Team			
1	Ms. Bun Puthy	Deputy Director	DOWA, Kandal
2	Ms. Lay Bophal	Officer	DOWA, Kandal
3	Mr. Chourp Samnang	Officer	Fishery Kandal
4	Mr. Ouch Sokhon	Officer	Fishery Kandal
5	Mr. Dul Sam Ang	Officer	Fishery Kandal
6	Mr. Seng Sun Hourt	Officer	Fishery Kandal
7	Mr. Uy Sophea	Officer	Fishery K-Chhnang
8	Mr. Hou Bona	Officer	Fishery K-Chhnang
9	Mr. Im SETHA	Officer	Fishery K-Chhnang
10	Ms. Mey Chanthou	Officer	DoA K-Chhnang
11	Mrs. Chhum Chansok	Office Chief	DOWA K-Chhnang
12	Ms. Hang Thadara	Office Chief	DOWA K-Chhnang
13	Mr. Sean Kin	Office Vice Chief Fishery	Fishery Kratie
14	Mr. Tan Someth Bunwhat	Fisheries Officer	Fishery Kratie
15	Mr. Vin Bunna	Fisheries Officer	Fishery Kratie
16	Mr. Meas Niren	Fisheries Officer	Fishery Kratie
17	Ms. Hay Sophanna	Officer	DOWA Kratie
18	Ms. Chiv Kimchheng	Officer	DOWA Kratie
19	Mr. Deap Poline	Officer	CFDO
20	Mr. Ung Rachana	Officer	CFDO
21	Ms. Ung Solekhena	Officer	CFDO
22	Ms. Dy Moeun Nary	Officer	CFDO
23	Mr. Nem Kano	Fisheries Officer	CFDO
24	Mr. Chhun Vannack	Fisheries Officer	CFDO
25	Ms. Yo Vichny	Officer	CFDO
26	Ms. Phach Phanady	Officer	CFDO
27	Mr. Chheun Sarika	Officer	CFDO
28	Mr. Prum Nga	Officer	IUCC
29	Ms. Yat Sim	Officer	CFDO
30	Ms. Phan Sota	Officer	CFDO
31	Mr. Pen Rotha	SCALE director	SCALE
32	Mr. Graham Haylor	STREAM director	STREAM
33	Mr. Bill Savage	STREAM advisor	STREAM
34	Ms. Heather Airlie	VSO	SCALE
35	Ms. Louise Mackeson-S.	VSO	CFDO
36	Mr. Matt Fox	VSO	CFDO
37	Mr. Thay Somony	Office Chief	CFDO
II. Organizing teams			
38	Mr. Mr. Heng Da	LHA Team Leader	SCALE
39	Mr. Pech Bunna	STREAM coordinator	CFDO
40	Mr. Sim Viryack	STREAM Hub manager	CFDO
41	Mrs. Yi Chan Theary	Staff	SCALE
42	Mr. Hun Chinda	Staff	SCALE

Appendix 2

CFDO-SCALE-STREAM Livelihoods Meeting 26th & 27th September 2002

Objectives

To share experience and lessons learned from the PRA and livelihoods process

- To share the findings from the study and identify common themes
- To discuss recommendations going forward and any next steps

Agenda

Thursday, 26th September

0800	Arrival and registration	
0815	Opening remarks	Nao Tuok
0830	Introductions	All
0845	Overview of the meeting	Mr Bunna
0900	Presentation and discussion on experience and lessons learnt on PRA and livelihoods process	By province
1000	Break	
1030	Presentation and discussion on experience and lessons learnt on PRA and livelihoods process continue	By province
1200	Lunch	
1400	Presentation and discussion on report findings	By province
1530	Break	
1600	Presentation and discussion on report findings continue	By province
1700	Wrap Up Day 1	

Friday, 27th September

0800	Presentation and Discussion on recommendations and next steps	By Province
1000	Break	
1030	Presentation and Discussion on recommendations and next steps continue	By Province
1100	Presentation on meaning and process of Significant change	Mr Chheng (SCALE)
1200	Lunch	
1400	Significant Change stories	Volunteer from each province
1530	Overall Significant Change result	Mr Chheng (SCALE)
1600	Conclusions	Graham
1700	Finish	

Appendix 3

Kandal SL team

The experience and lesson learnt from the livelihood study.

1- Time

Experiences:

The team spent 5-6 days working in the village. This is a bit short due to difficulties in:

- Not enough time to compile the data
- It looks like forcing villagers to meet the team, morning, afternoon and sometime night.

Lesson learnt:

- To study one village we should allocate at least 7 days.
- Time give to write report is enough.
- The team should start to write report while working in the field

2- Using PRA Tools

Experiences:

Wealth ranking

- Villagers want to describe their individual problem
- Suggest for urgent help

Action plan

- Villagers feel the action plan is new.

For-Against

- Villagers feel hesitate to say what assistance is for and against

Lesson learns:

- Allocate the time and steps to write report
- Team should build relationship with villagers in order to trust each other.

3- Gender (Women participation)

Experiences:

- Number of women participating was equivalent to men.

Lesson learns:

- To encourage the women to participate in the discussion we should allocate time that women are free from cooking.

Appendix 4

Kampong Chhnang SL team

The experience and lesson learnt from the livelihood study.

1- Time

Problems:

- We start work in the monsoon season when most people are busy on farm work.
- The villages flood so it is difficult for villagers to come to the meeting.
- Rain and storms during the time the meeting was held with villagers.

Opportunity:

- 1- The team has 9 days to do field work.

Solutions:

- 2- Ask villagers to decide on which time is possible for them.
- 3- Close the meeting when they have a problem.

Suggestion:

Team should have 12 days for complete fieldwork in one village.

2- Using PRA Tools

Team feel it is difficult to facilitate villagers to do a Venn diagram and the transect walk is difficult to do when the village is flooded.

3- Gender (Women participation)

- Women are very active in the meeting
- Team encourage women to participate in the meeting by commending them when they share ideas.

4- People

- Villagers are very kind to the outsiders, they not discriminate and willing to talk and express their ideas.
- Villager leader helped the team to inform and encourage villagers to participate in the meeting.
- Team explains to the villagers clearly about the purpose of the team and the study.
- Build good relationship with villagers by listen to the problems of the village and share the ideas for solution.

5- Team

- Develop the plan and make each member responsible for different activities
- The team are willing to help each other when they face problems.
- Conduct daily evaluation to improve and monitoring the process of the study.
- The capacity of team member in using computer is low.

6- Location to do PRA exercises

Most villages in Kampong Chhnang province are in the Great Lake area that floods in monsoon season, so we can reach the village by boat. In between August and January the villages usually flood so the team conducted the PRA exercise in the village centre, village guesthouse and school that were not flooded.

7- Materials

- The report writing is slow because team have only one computer
- The team thinks it should have two computers.

Appendix 5

Kratie SL team

The experience and lesson learnt from the livelihood study.

4- Time

Experiences:

- The time allocate for fieldwork (6 days) is enough, but team do not have enough time to write the report. We planned to have 6 days for writing report but actually we spend more than 10 days.
- We started fieldwork in July, the time that villagers were busy on harvesting their crop, the rains came and the river level started to rise so it was difficult to find participants.

Lesson learns:

- The study should be in between March and July.
- Could have more time to write report.

5- Using PRA Tools

Experiences:

- Difficult to do social map because the villages are large; the length of second village is 4km. Team spend one day on this and cannot get enough data to write report
- Venn diagram is easy to do because villagers can understand and do this exercise very well.

Lesson learnt

- The team manages to do a social map by dividing the village into two or three parts depending on the dimensions of the village and dividing the team into small groups, then combine them to make the map.
- Crosscheck the data when doing the wealth ranking.

6- Gender (Women participation)

- Team managed to do the seasonal calendar and Venn diagram with the men's and women's groups separately, then both group kindly shared and participated in the discussion.

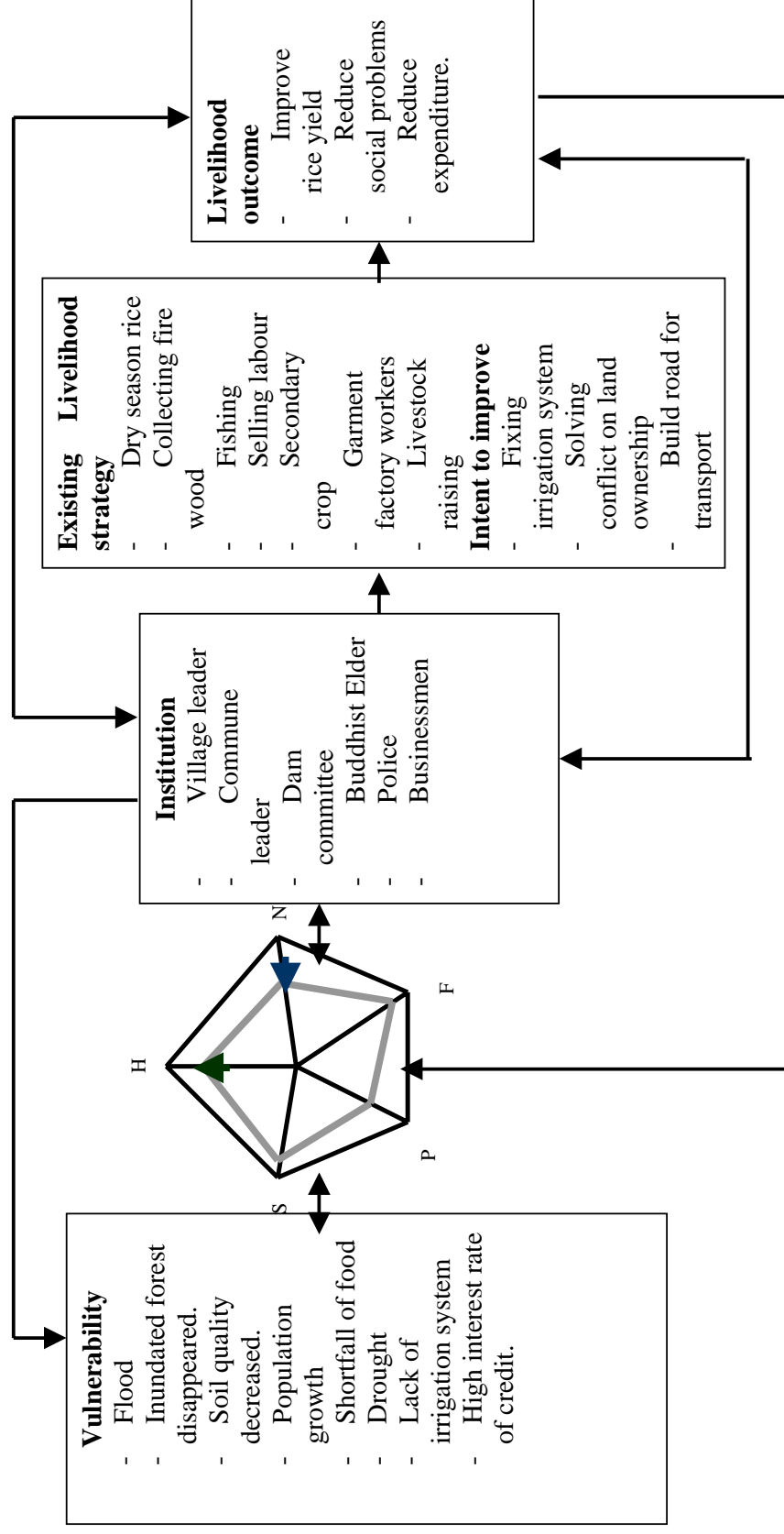
7- Team

- In the first village SCALE facilitated the team to make a plan before going to village. In the second village the team managed to make a plan without SCALE's help.
- We recognized that it is useful to work in groups that have different backgrounds as it can help the team to think wider in terms of livelihood apart from just the aquatic resources.
- The team lacked in ability to use computer.
- The report writing in the second village is faster than first village and the team can write a report by themselves.

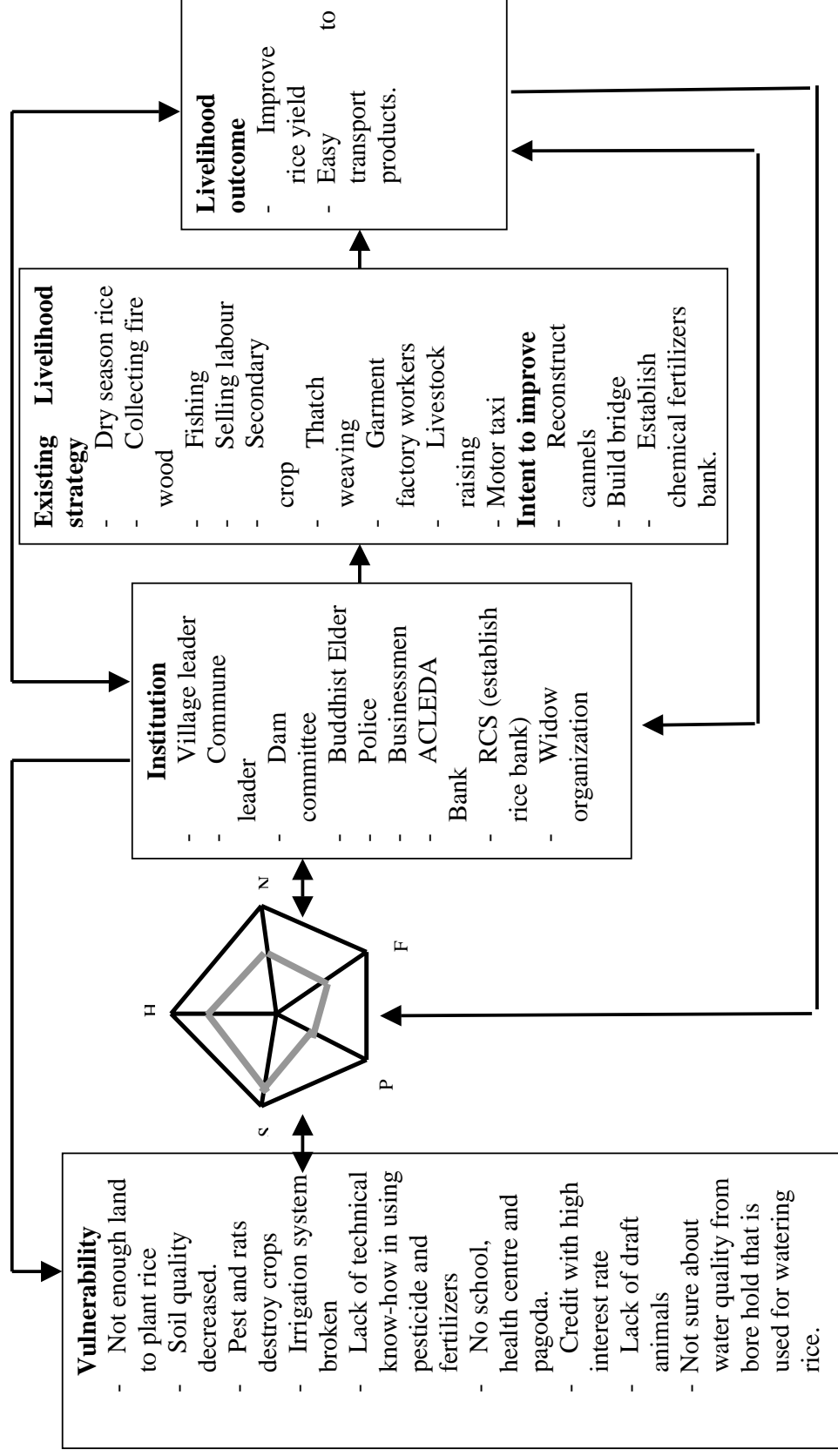
8- Materials

- We have enough stationary to use in the study and write report
- Not enough computers to write report.

Appendix 6 Livelihood Frame Work Analysis village 1 (Dang Kom village)



Livelihood Frame Work Analysis village 2 (Trabek Pok village)



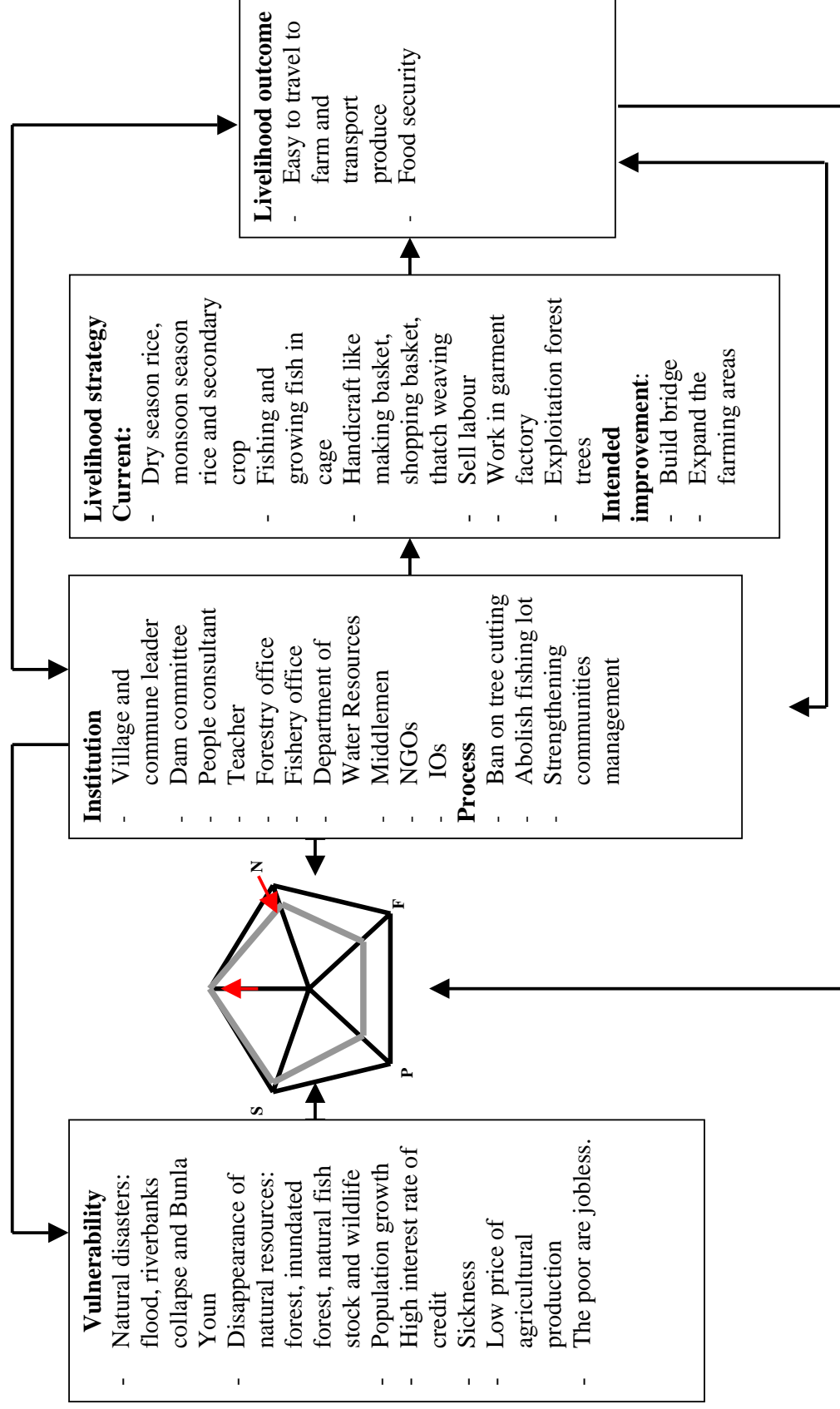
Common theme problems of Kandal province

1- Kandal

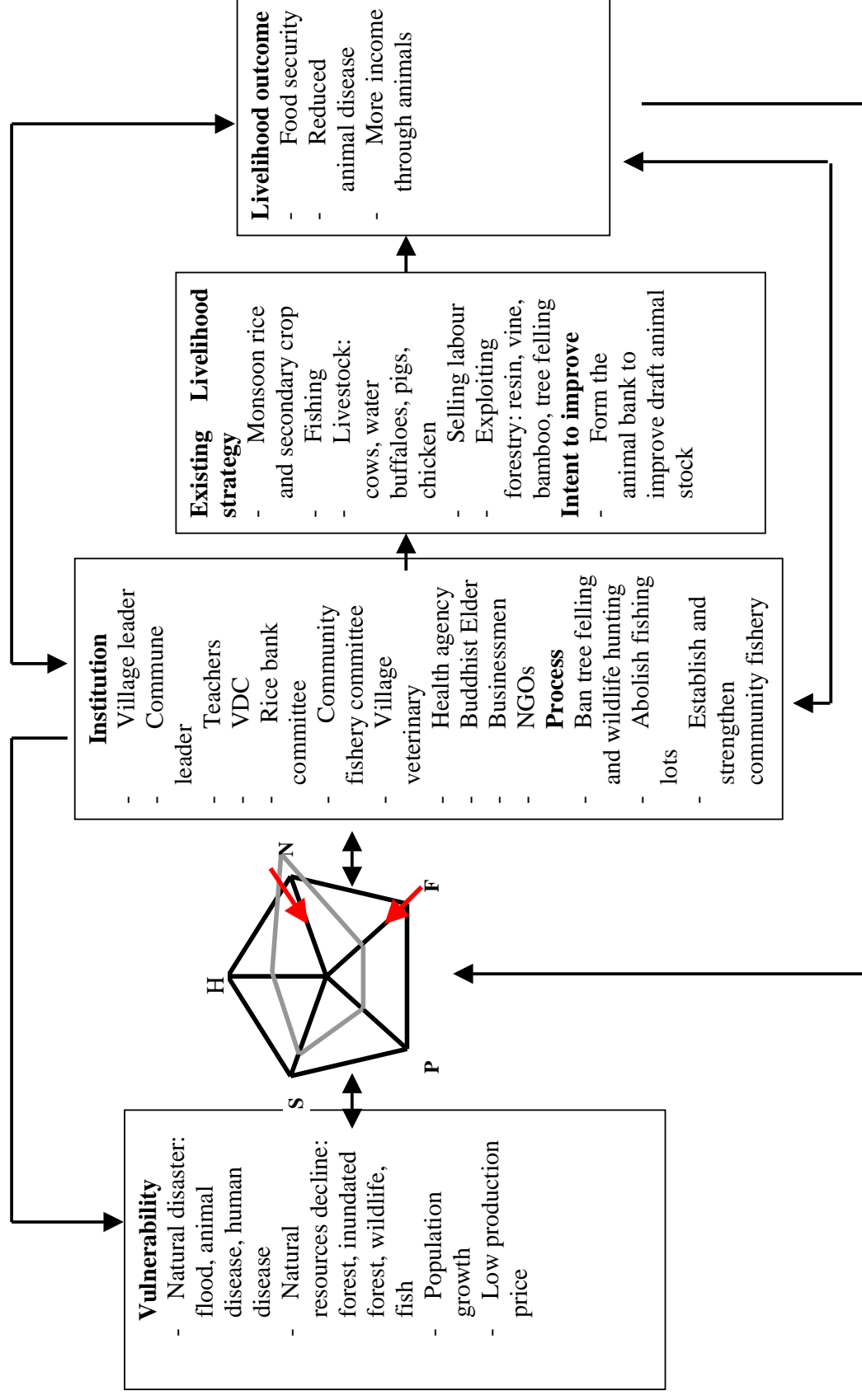
- Lack of irrigation source
- Soil quality becomes poor
- Inundated forest disappeared
- Increased use of chemical fertilizers
- Fish production declined

Appendix 7

Livelihood framework analysis Village 1 (Soab Leu village)



Livelihood Frame Work Analysis Village 2 (Kaoh Chbar village)



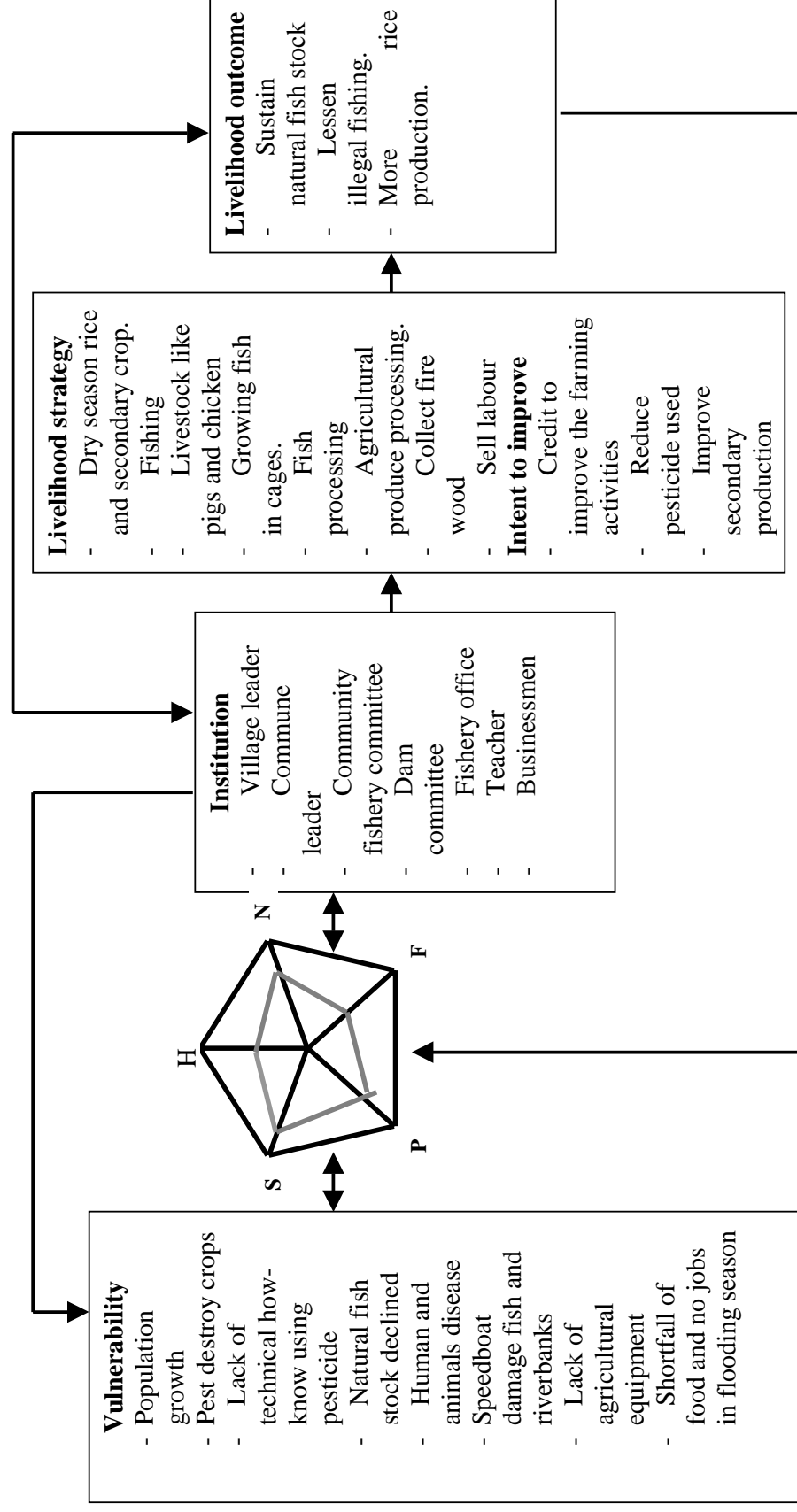
Common theme problems in Kratie province

Kratie

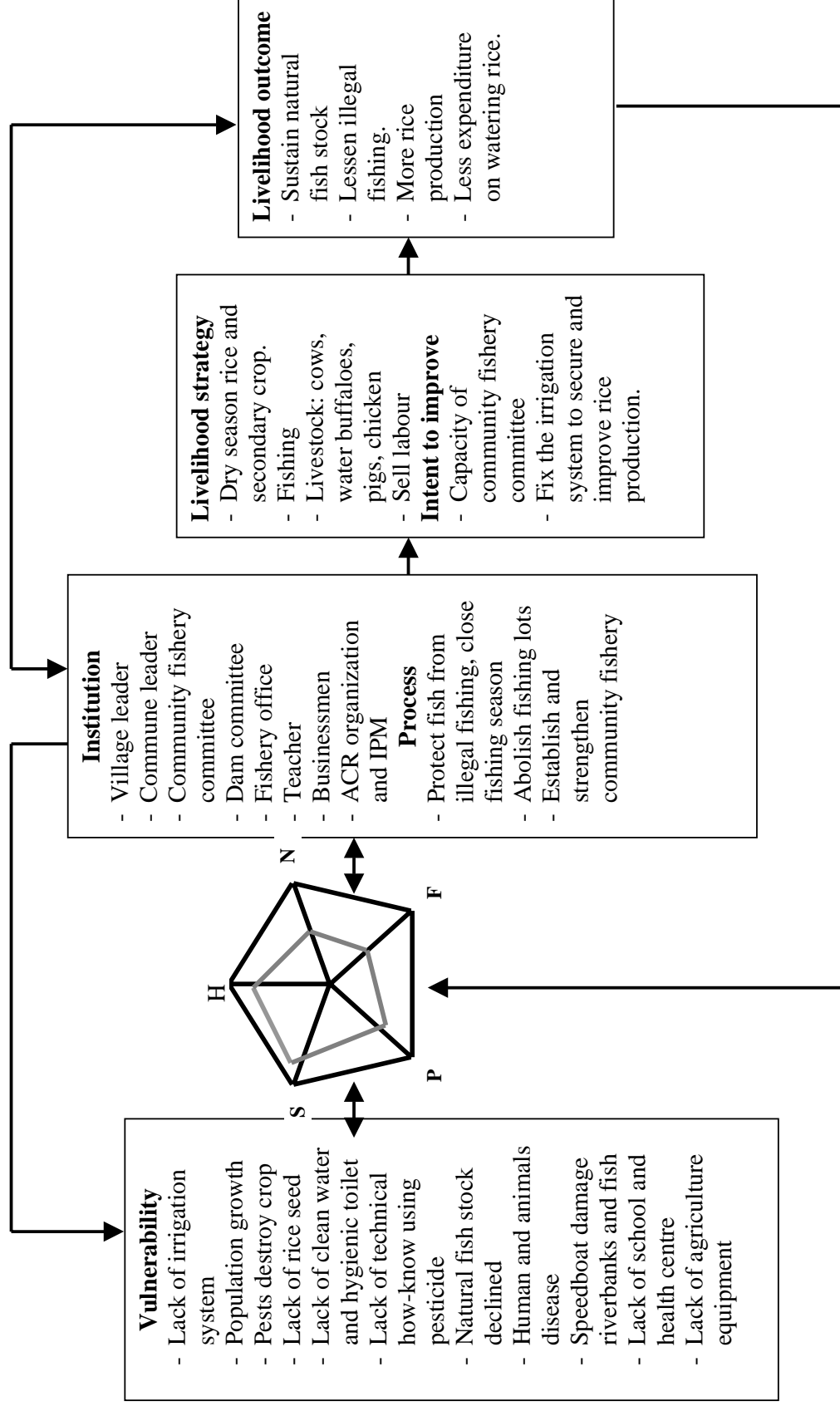
- The population growth needs agriculture land to expand but this leads to the loss of natural resources such as fish, forest and wildlife.
- The income generation of the villagers relies mainly on using the natural resources.
- The villagers rely mainly on credit from businessmen with high interest.
- The farming activities rely on the environment.

Appendix 8

Livelihood frame work analyses village 1 (Kaoh Russie village)



Livelihood frame work analyses village 2 (Dang Tong village)



Common theme problems of Kampong Chhnang province

2- Kampong Chhnang

- The increase in use of pesticide by villagers.
- The increase of pests destroying crops.
- Lack of marketing for agricultural produce.
- The speed boats destroy riverbanks
- Fish stocks in natural declined
- Population growth
- Lack of technique in agronomy

3- The natural environment changes

Appendix 9

Kandal SL team

1- Recommendations

- The action plans developed by the villagers needs support from outsiders.
- The provision of credit with low interest would contribute to poverty alleviation by reducing the high interest currently charged by the businessmen.
- The community fishery that has been established needs to be strengthened by training in use of a participatory approach to management of the natural resources.
- The relevant stakeholders should think about how to prevent illegal fishing during the close season.

2- Involvement suggestions

- We should have assistance to repair the dam and canal in both villages.
- Provide in-kind credit in the form of chemical fertilizers to both villages, this would reduce the cost that villagers pay due to high interest when they borrow fertilizers from the businessmen.
- Train and facilitate the established community fishery in order to influence them to use a participatory approach in managing the natural resources with sustainability.

3- Future studies

- The team should be equipped with motorbike, generator, digital camera and laptop computer.
- Team want to conduct the study of livelihood for fisher and farmer in more villages.
- In order to help them with the report writing the team should have chance to improve their English language and computer skills.

Appendix 10

Kratie team

Recommendations

Village 1: -

- We should have advice on family planning in the village.
- The establishment of fishery community committee is the priority for preservation of aquatic resources and helping the poor households in the community to access the aquatic resources.
- The action plan to build the bridge that has been developed by the villagers can not be achieved unless there is participation from the local authority and forestry office.
- The problem of the tree "Banla Youn" should be considered as a national issue.
- The villagers should have access to credit with low interest.
- Any programme that promotes animal husbandry is beneficial to the poor households in the village.

Village 2: -

- We should have advice related to health and agricultural improvements.
- We should help the villagers to form a forestry community in order to preserve their natural resources.
- The community fishery needs encouragement and materials.
- Should provide credit in the form of cows or buffalos to help the poor households.

Suggestions: -

- STREAM should continue the livelihood study in the villages far from the town especially the sanctuary in the fishing lot, which has deep hole for fish refuge.
- Help the village prevent sickness from malaria, dengue fever, diarrhoea and others. This assistance would reduce the costs currently spent on treatment. (Village 2)
- Should provide credit in form of cows or buffalo to help the poor households. (Village 2)
- Should support the villagers to implement the action plan developed during the study.

Appendix 11

Kampong Chhnang SL team

Recommendations

Village 1: -

- The relevant stakeholders should provide credit to help the poor.
- The government and other institutes should immediately take measures to stop speedboats that destroy the riverside and fish refuges.
- Should have assistance to improve knowledge of use of pesticide in order to preserve their health, environment and save money.

Village 2: -

- The irrigation systems like canal and dam should be fixed.
- Should have assistance to improve knowledge of use of pesticide in order to preserve their health, environment and save the cost spent on the pesticide.
- The fishery office and ACR should help the community fisheries that have been established to make the policy.
- The relevant stakeholders should help to develop human resource in the villages by training them to manage the natural resources.
- Should provide clean water for drinking and toilet.

Suggestions: -

- STREAM should support the team to continue the study in more villages to identify the common problems of the community fishery.
- We should provide credit with low interest to help the community (village 1)
- Rehabilitate the canal in village 2
- Should strengthen the capacity of community fishery in order to manage and use the natural resources with sustainability.

Team: -

- Team need more training on computers, TOT, English)
- Team should have a separate room to work in.

Appendix 12

The meaning and Process of Significant change

Presented by Bun Hay Chheng

SCALE Research and Fish Seed Production Station, Cambodia

1-Definition of Significant Change

Significant Change is the variation from the beginning point to the end point.

Examples

- Creating Self-confidence
- Increasing income
- Better planning
- Improving the health
- Reducing the school fee
- Increasing capacity

2-Importance

It is interested in monitoring and evaluating a project that is relevant to changes in politics, societies and cultures etc.

3-The Process

3.1.Monitoring the domain selection of significant change

- The changes of people's participations
- The political environment
- The change of women's decision making etc.

3.2. Period of report

- One month
- Three month
- One year
- Cycle of project

3.3.Determining the participants

- Leader in communities
- Staff of project
- Volunteers
-

3.4.Question phrase

- What?
- How?
- Why?

3.5.Determining the structure of participation



3.6.View of response to each level

Views obtained from each level of staff when evaluating the significant change that is considered for next cycle.

3.7.Verification

Verification of the information via visiting:

- Responsibilities
- Collection of detailed information from observation

3.8.Quantity

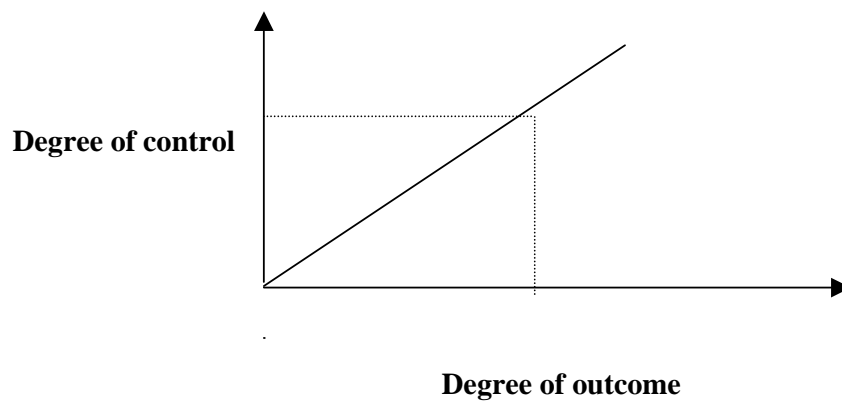
The report of significant change is considered both of quantity and quality information.

3.9.Meta-monitoring

Monitoring the performance of the monitoring system.

- Where established?
- What activities established?
- Which objectives received more of reports?
- How many significant change of report are positive and negative?
- What do staff do to create information because of using the method of Significant Changes?

3.10. Degree of control



Appendix 13

Mr. Tan Someth Bunwhat from fishery office, Kratie province presented the story of significant change:

Before the livelihood study	After the livelihood study
<p>Knowledge:</p> <ul style="list-style-type: none"> - Not aware of PRA - Never did work plan - Did not know about livelihood of villagers - Never worked with women's affairs - Never wrote reports - Knew nothing about using computers <p>Attitude</p> <ul style="list-style-type: none"> - Used to contact only with authority - Never stayed overnight in villages - Wanted to teach and commend the villagers <p>Practice</p> <ul style="list-style-type: none"> - Never work with women's affairs - Never be a facilitator - Never analyse the livelihood of villagers - Never go to village to study using participatory approach 	<p>Knowledge:</p> <ul style="list-style-type: none"> - Know and can do PRA - Make plan before implementation - Understand about the livelihood of villagers - Can work with mix group - Can write report - Can use computer in word programme. <p>Attitude:</p> <ul style="list-style-type: none"> - Make relationship both with authority and villagers - Stay in the villages with villagers - Listen to villagers and accept their ideas <p>Practice</p> <ul style="list-style-type: none"> - Work with women's affairs group - Facilitate village to discuss and express their issues - Analyse the livelihood of villagers - Conduct the livelihood study using participatory approach

Appendix 14

Ms. Bun Puthy from DOWA, Kandal province presents the story of significant change:

Before the livelihood study	After the livelihood study
<ul style="list-style-type: none"> - Not aware of PRA - Cannot compile information to write report. - Normally go the village to give lecture or tell villager to follow the plan from the top down. - Did not know how to work with groups from different departments - Never conduct daily evaluation when working in the village as well as in the office. - Not make plan before go to village, sometimes it makes the work complicated - Used to order villagers to do things like the boss - Never spend time to stay with villagers, so cannot understand the real problem of villagers - Feel that the livelihood study is complicated so the team cannot do it. 	<ul style="list-style-type: none"> - Know clearly that PRA tools are useful to learn from villagers, encourage villagers to talk and share the ideas in order to find the ways develop the village - Able to write report - Happy to listen to villagers rather than give lecture - Know how to work with groups from different background - Appreciate the method of daily evaluation when finish daily work - Can use PRA tools to analyse the livelihood villagers - Involved in the study - Stay in the village with villagers - Willing to continue the livelihood study

Appendix 15

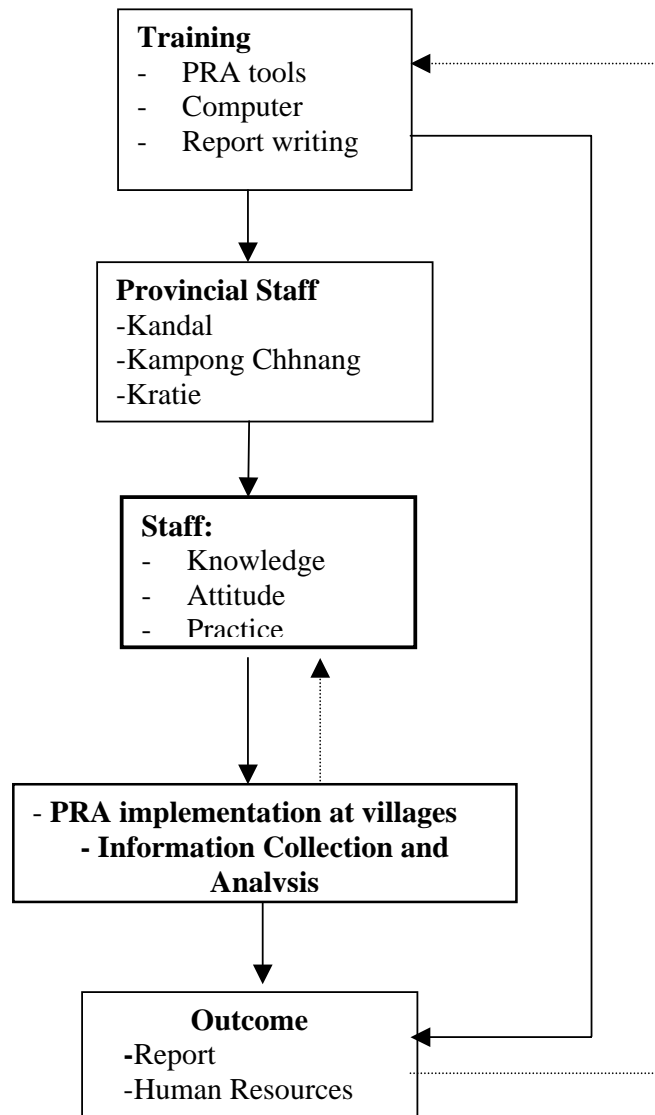
Ms. Mey Chanthou from Department of Agriculture, Kampong Chhnang province presents the story of significant change:

Before the livelihood study	After the livelihood study
<p>Knowledge:</p> <ul style="list-style-type: none"> - Do not what is PRA - Never go to work in the village - Do not know how to talk and facilitate villagers - Do not know how to write report - Know a little about computer. <p>Attitude:</p> <ul style="list-style-type: none"> - Want to plan for villagers and tell villagers what to do - Do not want to listen to villagers. - Do not like to play joke with other people. <p>Practice:</p> <ul style="list-style-type: none"> - Never stay in villagers with villagers - Never work in teams 	<p>Knowledge:</p> <ul style="list-style-type: none"> - PRA is a tool used to encourage villagers to explain their resources, abilities and problems - Know how to work with villagers - Can facilitate village do plan and other activities - Can analyse information and write report - Know more about computer <p>Attitude:</p> <ul style="list-style-type: none"> - Listen to villagers not tell villagers to do things - Accept the ideas of villagers - Can play joke with villagers to build relationship. <p>Practice:</p> <ul style="list-style-type: none"> - Can work and stay in villagers - Can work with groups that have different background

Appendix 16

Results

4.1. Figure1: Framework for analysing the significant changes of Knowledge, Attitude and Practice of staffs



A useful framework for the analysis of significant changes of capacity building is shown in Figure1. Outcome determined by the PRA, computer and report writing because the training has improved the capacity of staff in three provinces in knowledge, attitude and practices (KAP). Also, KAP of staff are better during the PRA implementation at villages, information collection analysis and report writing. Finally, outcome from training is reports and human resources.

4.2. Value of Knowledge, Attitude and Practice

At each site, there is a different aspect of significant change of staff and team such as knowledge, attitude and practice.

Table1: The most significant changes

No	Significant Change	Indicator	Identification	Teams
1	They understand the PRA tools	Implementing PRA at village	Knowledge	Kandal, Kratie Kampong Chhnang
2	Team can select and analyse the problems	Implementing PRA at village	Knowledge	Kandal Kampong Chhnang
3	They understand the situation of people in villages	Implementing PRA at village	Knowledge	Kandal
4	They have improved computer usage such as ArcView, Freehand, Microsoft Word and Excel.	Reports	Knowledge	Kandal Kampong Chhnang Kratie
5	They understand how to make action plans and development planning at villages.	Implementing PRA at villages	Knowledge	Kandal Kampong Chhnang Kratie
6	Team can organize and write the reports	Reports	Knowledge	Kandal
7	They improved the information record after finishing implementing PRA at the first village.	Report	Knowledge	Kampong Chhnang
8	Team got the good experiences from villagers and practical work at villages.	Implementing PRA at villages	Knowledge	Kampong Chhnang Kratie
9	Team understands how to observe the activities of PRA implementation at villages.	Implementing PRA at villages	Knowledge	Kratie
10	PRA understanding: 52% (pre-test)- 77% (post-test).	Test	Knowledge	Kandal
11	PRA understanding: 48% (pre-test)- 83% (post-test)	Test	Knowledge	Kampong Chhnang
12	PRA understanding: 39% (pre-test)- 62% (post-test).	Test	Knowledge	Kratie
13	They know well to work in group and with villagers	Implementing PRA at villages	Attitude	Kandal, Kratie Kampong Chhnang
14	Some staffs have been received the ideas from team during discussion.	Implementing PRA at villages and during report writing.	Attitude	Kandal
15	They adapted the attitude of villagers.	Implementing PRA at villages	Attitude	Kandal
16	To cooperate and communicate with other institutions and NGOs	SCALE Local authorities	Attitude	Kandal

17	They were facilitators who could explain the participation of villagers	Implementing PRA at villages	Attitude	Kandal Kratie
18	They change in decision making from bottom line to top line and try to understand and receive information from villagers	Implementing PRA at villages	Attitude	Kandal Kratie
19	The facilities and good communication improved at the second village.	Implementing PRA at villages	Attitude	Kampong Chhnang
20	Team can manage and implement PRA at the villages	Implementing PRA at villages	Practice	Kanda Kampong Chhnang Kratie
21	Staff of teams stayed at the villages when implementing PRA.	Implementing PRA at villages	Practice	Kandal Kampong Chhnang Kratie

Impact of SL study team on communities

Kandal province

After implementing PRA in Trabek Pok village in Kandal, People in the village understand the problems and resolutions in their community. They have started by establishing the village committee on the food turn for pagoda in the rainy season. This committee collected 1,000,000 Riels in around three months, which will then form the credit committee for solving problems in village. With the money from interest they can build bridges and other things for the advantage of people in village.

Kampong Chhnang province

A credit committee was established at Koh Russey village about two weeks after finishing the SL study. This committee prepared documents to borrow money from PRASAC to help people in the village.

Kratie province

- Pagoda committee at Soab Leu village occurred on 28-31 July 2002 after doing PRA on 10-14 July 2002. This committee plays the important role of constructing road, school, and others in the village.
- In case of villager such as Mrs Sin Ram, her age is 65 years-old; she is a kouy ethnic widow, she understands a lot of problems in the village because she participated in discussions among people in the village. She changed her mind about tree cutting and moved instead into growing maize, bean and vegetables because she thinks all the trees were destroyed.

Constraint

Kandal province

- Lack of experience from PRA
- People in villages is busy for their job
- Two women do not know computers.
- The knowledge of computers, English, problem analysis and PRA tools is limited.
- Lack of computer for writing reports.
- Flooding and raining.

Kampong Chhnang province

- Flooding and raining
- People in village are very busy for livelihood
- Knowledge of PRA limits and low understanding of computer
- A few village for PRA practice
- Lack of time and computer for writing the report.

Kratie province

- Facilitation of group limited because of different knowledge.
- Flooding and raining
- Lack of village map
- Lack of computer for writing reports.
- To change staffs during practice of PRA in villages.

Conclusion

Among three provinces, we can conclude the significant change as the following:

- Each team understands the using of PRA tools to collect the information from villagers. The team of Kandal province did not deeply analyse the information because they did not check details on information quality.
- All the team can implement PRA themselves at the second village. But team of Kampong Chhnang is limited and team of Kratie did not analyse deeply the problems.
- Generally all the teams have been working well in groups and they understand clearly how to do PRA in teams. Moreover they are highly responsible and their commitment for PRA works. But members of teams in Kratie did not understand and encourage people who worked hard and did not recognize the opinion from people in teams. Teams in Kratie lacked common ideas from team.
- The PRA implementation, computer using, problem analysis and report writing of all the teams is limited, but for the team from Kratie, computer knowledge is still low.
- Men and women have been working well together.
- Finally, training of PRA, computer and report writing produced the reports and human resources for the staffs of three provinces.

Recommendation

All the teams of the three provinces recommended some activities for next step:

- To train more PRA tools, computer skills and English to all the staff, while team of Kampong Chhnang province needs TOT course.
- To expand the implementation of PRA to more villages. Especially, team of Kratie province to continue to study SL in sanctuary fishing lot (deep pools) zone, cancelled fishing lots zone, and remote areas where there are ethnic people.
- Workshop of exchange of experiences on PRA implementation.
- All the team needs a more new computes. Moreover team of Kandal province needs motorbikes for staffs in periods of implementing PRA at villages and team of Kampong Chhnang and Kratie province need more budget for transporting the people who participate in the PRA implementation because the villagers live very far from each other.

Appendix 17

Group discussion

CFDO group:

- 1- How to share the information issues found through this study to the other organization and institutions?
 - a. The information should contribute to Department of Agriculture, Forestry and Fishery through workshops or sending reports or by leaflets.
 - b. We could share information related to the issues of irrigation system to the Department of Water Resources
 - c. Contact other organization responsible for providing small amounts of credit to rural area.
- 2- How to make plans for further study to understand the livelihood of the poor and very poor groups?
 - a. Establish community fishery
 - b. Educate villagers who benefit from the natural resource to participate in the preservation of the natural resources.
 - c. Strengthening the capacity of the community fishery in order to manage the resource sustainably
 - d. Help the community to create policy to manage the natural resources
 - e. Get involved in mechanisms to stop illegal fishing in the community
- 3- What other things should be done to continue this work?
 - a. Continue to study the livelihood of poor aquatic resources users in other areas to make sure that those which need to can establish a community fishery
 - b. More training to improve capacity of CFDO in order to coordinate and develop the community fishery.

Kratie province:

- 1- How to share the information and issues found through this study to the other organisations and institutions?
 - a. We should contact the Department of Rural Development and Department Public Work to help villagers to build bridges by submitting the report to these departments.
 - b. Submit the report to the Ministry of Health or Department of Health
 - c. Submit the report to Department of Veterinary ask them to intervene on animal disease
 - d. Contact the forestry office to establish community forestry
- 2- How to make plans for further study to understand the livelihood of the poor and very poor groups?
 - a. Should conduct the livelihood study in the areas that have deep holes, because the deep holes in the river are where the fish brood stock lie.
 - b. Monitoring and evaluation the community fishery established.
- 3- What other things should be done to continue this work?
 - a. Establish community fishery in the villages that have not been establish, and strengthening capacity of the community fishery committee to manage their natural resources.
 - b. Cooperate with the local authority to prevent illegal fishing

Kandal province:

- 1- How to share the information issues found through this study to the other organization and institutions?
 - a. Submit reports to the other institutions involved in the livelihood of villagers
 - b. Organize workshop to extend the information

- c. Broadcast the information through radio or TV
- 2- How to make plans for further study to understand the livelihood of the poor and very poor groups?
 - a. Study the livelihood of the poor aquatic resource users in order to share the result in fishery law
 - b. Establish more communities to manage the natural fish resource that benefits the poor.
- 3- What other things should be done to continue this work?
 - a. Follow up the action plan of villagers
 - b. Raising funds to implement the action plan
 - c. Facilitate villagers to develop other plans in order to reduce the poverty
 - d. Strengthening the community fishery committee and encourage villagers to participate in the community.

Kampong Chhnang province:

- 1- How to share the information issues found through this study to the other organization and institutions?
 - a. Submit the report to provincial governor, and then suggest the provincial governor to distribute it to other institutions who may be able to help.
 - b. We should organise a workshop to share the information with other institutions.
 - c. The information should be share through radio or TV.
- 2- How to make plan for further study to understand the livelihood of the poor and very poor groups?
 - a. Identify the fishing gear used by the poor
 - b. Where are the fishing grounds for the poor?
 - c. Study the daily income of the poor and the sources of income
- 3- What other things should be done to continue this work?
 - a. Follow up the action plan of villagers that have been developed during the study
 - b. Strengthening the capacity of community fishery committee and cooperate with fishery office to create the fishing policy in the community
 - c. Facilitate villagers to develop action plans in order to reduce the vulnerability in the village.